

**VIRGINIA  
STANDARDS OF LEARNING ASSESSMENTS**

**Spring 2002 Released Test**

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**GRADE 3  
ENGLISH: READING AND WRITING**

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**DIRECTIONS**

Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.

**SAMPLE**

**Swing**

- 1 Swing low,
- 2 Swing high.
- 3 Until your tiptoes
- 4 Touch the sky.
  
- 5 Swing high,
- 6 Swing low.
- 7 Swing where grownups
- 8 Cannot go.

**SAMPLE A**

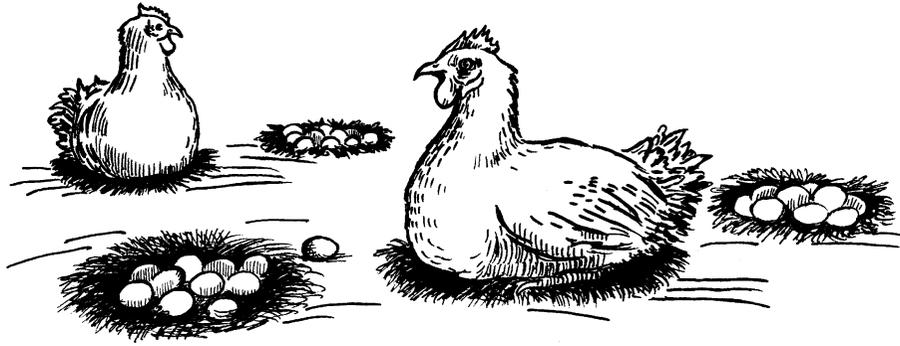
**Which of these words from the poem rhymes with the last word in line 6?**

- A touch
- B your
- C go
- D high

**SAMPLE B**

**This poem is mostly about —**

- F touching the sky
- G riding on a swing
- H standing on tiptoe
- J swinging your arms



## Kara's Good Work Pays Off

- 1 One chilly morning, Kara Salazar slipped a sweatshirt over her tee-shirt and picked up the straw basket she used each morning to gather eggs. As she hurried across the wet grass to the hen house, she thought about the beautiful gray kitten Mrs. Delgado had offered her yesterday. Kara loved cats, but she knew how her father would respond if she asked for one. "We have cows, chickens, and a dog, and that's enough animals to take care of."
- 2 When Kara entered the hen house, most of the chickens were sitting on their eggs. Kara poured grain into the long metal feed boxes. The chickens fluttered down to eat. Kara picked up two eggs and put them in the basket. Splat! An egg fell on the floor and broke. "I must be more careful," thought Kara. She picked up four more eggs and put them into the basket. Splat. Another egg hit the floor. Kara knew she had put the eggs in the basket carefully this time. What could be wrong? Kara examined the bottom of the basket. She discovered a hole in one corner, just big enough for an egg to fall through.
- 3 Kara knew she wouldn't have time for breakfast if she returned to the house to get another basket. Since there were no empty chicken feed sacks or containers in the hen house, Kara stretched the front of her sweatshirt, forming a kangaroo pouch. But before she could gather all the eggs, the pouch was full.
- 4 "The basket will hold more eggs than my sweatshirt," thought Kara, "but the basket has a hole. My sweatshirt has no holes, but it is not big enough to hold all the eggs." After thinking for a moment, Kara placed the eggs on the floor and pulled off her sweatshirt. She spread the sweatshirt carefully inside the egg basket just the way Mother lined her breadbasket with a tea towel.

- 5 “Why aren’t you wearing a jacket or sweatshirt on a chilly morning like this?” Kara’s father shouted from the back porch as she hurried across the yard.
- 6 “Look, Daddy, there is a big hole in the corner of the egg basket. I had to line it with my sweatshirt so the eggs wouldn’t fall through the hole and break.”
- 7 “I guess I’d better get out the mouse traps again,” sighed Mr. Salazar.
- 8 “Mrs. Delgado says when you have a cat, the mice stay away,” noted Kara. “Yesterday she told me I could have the last kitten of her cat’s litter, a beautiful gray one. I promise to take good care of her if you allow me to have her.”
- 9 “You have been reliable about feeding the chickens and gathering the eggs. I guess you have proven that you will take good care of a cat, too. Stop at Mrs. Delgado’s house on your way from the bus stop after school and tell her you have my permission.”

**1 What is the main idea of this story?**

- A Kara is allowed to have a kitten because she has shown that she takes care of things.
- B Mr. Salazar wants to buy Kara a new jacket so that she won’t be cold in the morning.
- C Kara stops eggs from being broken in the hen house and saves her family’s farm.
- D Mrs. Delgado decides to let Kara have the last kitten because Kara fixed the basket.

**2 What was the FIRST way Kara used the sweatshirt to save the eggs?**

- F She put it around her shoulders.
- G She covered the basket’s hole with it.
- H She used it as a pouch to fill with eggs.
- J She kept it on and put eggs inside the pockets.

**3 Mr. Salazar knows that there are mice around because —**

- A they have chewed a hole in the basket
- B Kara saw one in the hen house
- C they are eating the chickens’ food
- D no cats are in the yard to chase them away

**4 Where should the reader look to find out what Kara wants in the story?**

- F Title
- G Paragraph 1
- H Paragraph 3
- J Last sentence

5 Read this sentence about the story.

Kara had \_\_\_\_\_ the \_\_\_\_\_ kitten  
the day before.

Which pair of words makes the sentence correct?

- A scene, new
- B seen, knew
- C scene, knew
- D seen, new

6 Which list of words from the story is in alphabetical order?

- F cows, dog, pouch, kangaroo
- G house, bus, permission, school
- H chickens, breakfast, hen house, morning
- J beautiful, cat, gray, mice

7 Read this sentence from the story.

“I guess I’d better get out the mouse traps again,” sighed Mr. Salazar.

In this sentence, Mr. is a short way to write —

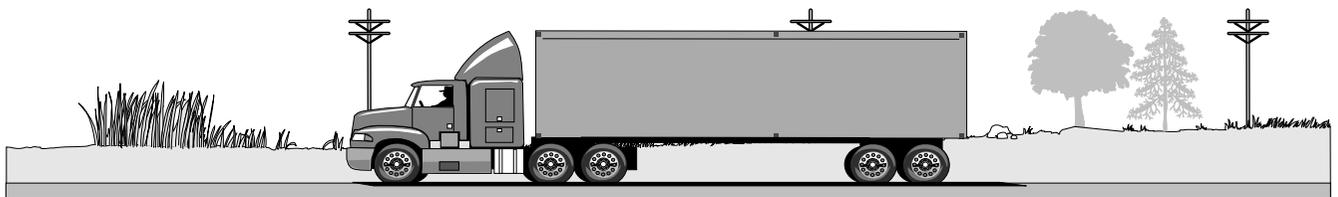
- A Master
- B Mother
- C Mayor
- D Mister

8 Which book would MOST help Kara take care of her new kitten?

- F *Keeping Your Cat Healthy and Happy*
- G *Cat Tales From Around the World*
- H *Having a Cat or Dog in the City*
- J *True Tales of Brave and Amazing Cats*

# A Day on the Road

- 1 The shiny red and silver 18-wheel truck is loaded and ready to go. The 48-foot trailer is filled with 45,000 pounds of carrots. The truck will transport the carrots nearly 3,000 miles across the United States. The trailer is equipped with a refrigeration unit which controls the temperature so that fresh foods will not spoil.
- 2 Tameka Jones is the driver of this big truck. After getting a map and instructions about the trip, Tameka climbs into the truck and starts the engine. While the truck warms up, she begins a driver's log. The log is a record of how she spends her time, where she goes, and how many miles she travels. She must keep this log because drivers are not allowed to drive more than 10 hours a day. Before every trip, Tameka must inspect the lights, mirrors, horn, brakes, tires, and connections that hold the tractor and trailer together.
- 3 When Tameka is satisfied that the truck is in good working order, she climbs in and settles down in the bucket seat. A special airseat keeps her from feeling the bumps in the road. It can be easily changed from up to down, backward to forward, or hard to soft.
- 4 Seated six feet off the ground, Tameka pulls onto the turnpike. The highway stretches ahead like an endless ribbon. Tameka has a very good view of the road because she is sitting up so high. On the dashboard in front of her are 14 dials that she must watch all the time. They measure the temperature of the oil and water, the air and oil pressure, and the speed she is traveling. Watching all those dials keeps her mind busy. Another thing that makes her trip less tedious is a CB radio. On the CB radio, Tameka can talk to other truckers to find out if there is construction or bad weather ahead. She might just have a conversation to help her remain alert so she doesn't fall asleep.
- 5 As the sun goes down, Tameka pulls into The Great Midwest Truck Stop. There are already 30 or 40 tractor trailers neatly lined up in rows. Truck stops have everything a truck driver needs: good food, telephones, showers, as well as magazines, boots, books, and toothpaste. Tameka can talk and laugh with other drivers while she eats. Then it's time to return to her truck, pull back the curtain that separates the sleeping area from the driving area, and crawl into bed. The purring sound of the refrigeration unit quickly puts her to sleep.
- 6 A new day begins at 6:00 A.M. Tameka can hear the sounds of other truck drivers getting their trucks ready to go. After a big breakfast, she begins the pre-trip routine again. She checks the oil and water, tests the tires, scrapes the bugs off the license plate, and begins another long day on the road.



**9 What is this story mostly about?**

- A The many uses of CB radios
- B What can be found at a truck stop
- C A day in the life of a truck driver
- D The parts of a tractor-trailer truck

**10 Which is the BEST summary of paragraph 1?**

- F A red and silver truck that has 18 wheels will pull a big trailer behind it.
- G The trailer truck will travel across the country with a load of fresh carrots.
- H Carrots should be refrigerated so that they can stay fresh, colorful, and crunchy.
- J There are 3,000 miles between the western and eastern coasts of the United States.

**11 What does the word tedious mean in paragraph 4 of this story?**

- A Exciting
- B Short
- C Boring
- D Easy

**12 What does Tameka Jones do just before she climbs into her seat and drives onto the highway?**

- F She turns on the refrigeration unit in the trailer part of the truck.
- G She makes sure that all the parts of the truck are working well.
- H She talks to other truckers on her CB radio to see if there are any problems ahead.
- J She studies her map to decide where she wants to go that day.

**13 The dials on Tameka's dashboard tell her all of these EXCEPT —**

- A construction ahead
- B oil pressure
- C traveling speed
- D water temperature

**14 What does the word routine mean in paragraph 6 of this story?**

- F Large, satisfying meal
- G Set of steps to follow every time
- H Map showing the way to go
- J Long and tiring journey

15 Read this sentence from the story.

She might just have a conversation to help her remain alert so she doesn't fall asleep.

Which is another correct way to write doesn't?

- A does have
- B does want
- C does not
- D does now

16 Look at this picture.



Which word from the story rhymes with the name of the picture?

- F showers
- G measure
- H order
- J ready

17 This picture shows something from the story.



Which word begins with the same sound as the name of the picture?

- A children
- B farmer
- C kittens
- D honey

## Inside, Looking Out

- 1 What's it like being a fish?
- 2 What's it like being *my* fish?
- 3 Glub glubbing in my fish tank,
- 4 Inside, looking out
- 5 At my face in the mornings,
- 6 At my stuffed animal collection,
- 7 At my space posters,
- 8 At my hand as I sprinkle fish flakes
- 9 To you and your friends?
- 10 From morning to morning,
- 11 Do you remember me?
- 12 Do you like me?
- 13 Do you want to be like me?



18 All of these things are mentioned in the poem EXCEPT —

- F stuffed animals
- G music boxes
- H a fish tank
- J space posters

19 The person talking in the poem wonders —

- A what the fish is thinking
- B how the fish breathes
- C if the fish likes the food
- D whether the fish is lonely

20 The speaker in the poem is MOST likely in a —

- F fish tank
- G bedroom
- H classroom
- J animal park

21 Read this sentence from the poem.

From morning to morning,  
Do you remember me?

What is another correct way to write this sentence without changing the meaning?

- A Remember me from morning to morning do you?
- B Me do you remember from morning to morning?
- C Do you remember me from morning to morning?
- D You do from morning to morning me remember?

22 Read this line from the poem.

To you and your friends?

In this line, which words could be used in place of your friends?

- F fish in rivers and oceans
- G people who look at the fish
- H the stuffed animals
- J other fish in the tank

23 Look at this picture.



Which word from the poem begins with the same sounds as the name of the picture?

- A stuffed
- B flakes
- C space
- D friends

Here is part of the table of contents from the book containing the poem “Inside, Looking Out.” Read and use it to answer the next two questions.

Perky Pup .....	8
Always There to Cuddle .....	9
Parakeet Chatter .....	10
Inside, Looking Out .....	11
Jenny Is My Lizard .....	12
He’s Scruffy, But He’s Mine .....	13

24 On which page can you find the poem “Jenny Is My Lizard”?

- F 10
- G 11
- H 12
- J 13

25 Which poem is on page 13?

- A “Inside, Looking Out”
- B “He’s Scruffy, But He’s Mine”
- C “Parakeet Chatter”
- D “Always There to Cuddle”

**DIRECTIONS**

Read the passage in each shaded box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

**SAMPLE A**

*A Special Person*

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

**Which of these would BEST help Sarah write her description of her older brother?**

- A Calling his friends and telling them about him
- B Thinking about all the things she likes about him
- C Making a list of things she wants him to do for her
- D Asking him to take her to the library

**SAMPLE B**

Here is the first part of Sarah's rough draft.

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He is tall. (4)He is thin.

**How can sentences 3 and 4 BEST be joined?**

- F He is tall and thin.
- G He is tall, and is thin.
- H He is tall, and, is thin.
- J Tall, and thin is he.

**SAMPLE C**

Here is the next part of Sarah's rough draft.

(5)He helps me with my homework.

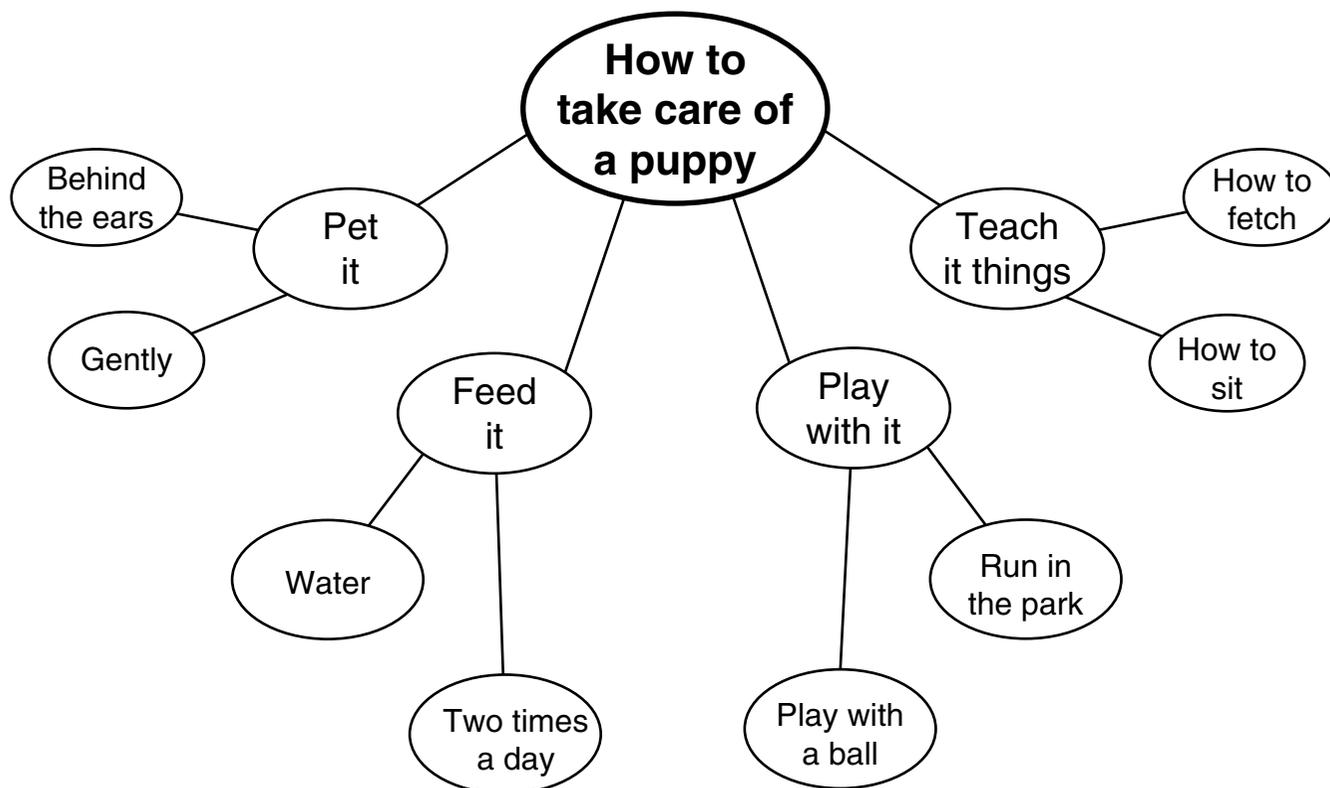
**In sentence 5, He helps should be written —**

- A He were helping
- B He have helped
- C He help
- D as it is

## *How to Take Care of a Puppy*

Wayne's teacher has asked the students to write about how to do something.

Wayne decided to write about how to take care of a puppy. He made this web. Use it to answer question 1.



1 This web will help Wayne to —

- A choose the right pet for himself
- B plan and write his report
- C find a good home for a pet
- D write without any mistakes

**Here is the first part of Wayne’s rough draft. Use it to answer questions 2–4.**

(1)For my eighth birthday, I got a very special gift from my parents. (2)The gift was alive! (3)It was a cute little puppy. (4)He was chocolate brown with white feet that made him look as if he were wearing socks.

(5)I had a lot to learn about taking care of a puppy. (6)Puppies have to be taught many things. (7)They can learn to do things like “sit” and “fetch.” (8)They also need a lot of attention and love. (9)One way to show love is to play with them. (10)Sometimes they feel like playing with a ball or a shoe. (11)At other times, they feel like taking it easy. (12)They might want to be left alone the reason for this might be that they want to sleep. (13)It is hard for a frisky puppy to settle down when he’s having fun. (14)He might want to be petted to help him become calm.

**2 In sentence 1, what is a better way to write got?**

- F made
- G wrapped
- H received
- J gave

**3 Which sentence uses the most descriptive words?**

- A 3
- B 4
- C 6
- D 14

**4 How should sentence 12 be written?**

- F They might want to be left alone so that they can sleep.
- G They might want to be left alone the reason might be to sleep.
- H They might want to be left alone they want to sleep.
- J As it is

Read this next section of Wayne’s rough draft and answer questions 5 and 6. This section has groups of underlined words. The questions ask about these groups of underlined words.

(15)I wanted to have the happiest puppy in the world. (16)First, I named him Rascal. (17)Next, Mom and I took him to the animal doctor. (18)Her name is Dr. Melissa Hardy. (19)I learned a lot from her about how to feed and train my puppy. (20)Then I asked her about petting.

(21)“That’s a good question, Wayne,” she said. (22)“As you spend time with your puppy, you will know when he wants you to pet him. (23)He will come over to you, and he might roll over onto his back. (24)Most dogs love to have their tummies rubbed or their ears scratched! (25)You’ll learn what he likes best.”

(26)The animal doctor also telled me other things about petting my dog. (27)She said that I could brush my puppy to remove dirt and hairs that are shedding. (28)If I brush out the extra fur, it won’t end up on the couch or the carpet. (29)Mom and Dad thought this was a great idea!

5 In sentence 18, Dr. Melissa Hardy should be written —

- A Dr Melissa Hardy
- B dr Melissa Hardy
- C dr. Melissa Hardy
- D as it is

6 In sentence 26, telled me other things should be written —

- F told me other things
- G told me outhur thing
- H telled me outhur things
- J as it is

## *A Famous Flyer*

Jessica's teacher has asked each student to write about a famous woman. Jessica wants to write about Amelia Earhart.

Jessica made this list to help her write her report. Use it to answer questions 7 and 8.

### Things I Know About Amelia Earhart

1. She saw her first airplane at a fair.
2. She went to an air show.
3. She rode in an airplane.
4. \_\_\_\_\_.
5. She flew over the Atlantic Ocean in an airplane with two men.
6. She flew an airplane across the Atlantic by herself.
7. Then she crossed the Pacific Ocean in an airplane.
8. She wanted to fly around the world.

**7 Which of these should be number 4 on Jessica's list?**

- A She was born in 1897.
- B She took flying lessons.
- C She was ten years old when she attended the fair.
- D She liked going to the air show.

**8 Why did Jessica make this list?**

- F To learn more about airplanes
- G To decide why she likes to write reports
- H To remember facts she wants to use in her report
- J To see if she wants to take an airplane trip

**Here is the first part of Jessica’s rough draft. Use it to answer questions 9–11.**

(1) Amelia Earhart was born in Kansas in 1897. (2) When Amelia was 10, she saw her first airplane at a fair. (3) To her, the airplane looked like a bunch of rusty wires and wood. (4) Amelia didn’t think it looked very interesting.

(5) When she was a little older, she changed her mind about airplanes. (6) She went to an air show. (7) In an airplane the next day she took a short ride.

(8) That was when she decided she wanted to fly an airplane without anyone else. (9) She began taking flying lessons and then bought her own airplane.

**9 Which of these is the topic sentence of the second paragraph?**

- A 5
- B 6
- C 8
- D 9

**11 In sentence 8, which is a better way to write without anyone else?**

- A not with anyone else
- B all alone by herself
- C by herself without others
- D alone

**10 How should sentence 7 be written?**

- F The next day she took a short ride in an airplane.
- G She the next day took a short ride in an airplane.
- H The next day she took in an airplane a ride that was short.
- J She took an airplane ride on the next day a short ride.

**Read this next section of Jessica’s rough draft and answer questions 12 and 13. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(10) Later, Amelia was asked to be the first woman to fly across the Atlantic.

(11)No woman had flied across the Atlantic Ocean before. (12)There were three people in the airplane, but Amelia was not the pilot. (13)She was happy to be riding in the airplane, but she wanted to fly it herself.

(14)In 1932 she became the first woman to fly across the Atlantic Ocean alone in an airplane.

(15)In 1934, Amelia became the first woman to fly an airplane across the Pacific Ocean. (16)Next, Amelia’s dream was to be the first woman to fly around the world. (17)She was believing that women could do anything they wanted to do. (18)In 1937, she tried to fly her airplane around the world. (19)Although she never made it, Amelia Earhart became known as a famous woman pilot.

**12 In sentence 11, had flied should be written —**

- F had flown
- G had fly
- H had flyed
- J as it is

**13 In sentence 17, was believing should be written —**

- A believed
- B was believeing
- C were believing
- D as it is

## *The Messy Visitor*

Kevin's teacher has asked the students to write a story about a surprising event.

Kevin has decided to write about a time when a raccoon made a mess in his back yard. He made this list of events in the order they happened. Use it to answer question 14.

1. I went to sleep one night.
2. Late at night, I heard loud noises and woke up.
3. I saw my mother standing at the window.
4. We looked out the window and saw a messy yard.
5. We noticed a raccoon sitting in the middle of the mess.
6. My mother knocked loudly on the window.
7. The raccoon ran away.
8. I have seen many raccoons at the zoo.

14 Which of these does NOT belong on Kevin's list?

- F 2
- G 4
- H 5
- J 8

Here is the first part of Kevin’s rough draft. Use it to answer questions 15–17.

### The Messy Visitor

(1)Late one night I was sound asleep in my bed. (2)Suddenly I woke up. (3)This was because I heard noises coming from outside. (4)I quickly sat up and looked around. (5)My mother was in my room. (6)Looking out the window. (7)She was shaking her head.

(8)“What was that noise?” I asked.

(9)“We have a very messy visitor,” she said. (10)Sometimes my father tells me that my room is too messy. (11)I went to the window and looked out at the yard. (12)The garbage can was knocked over. (13)There was garbage everywhere! (14)In the middle of the mess, there was a raccoon eating a banana peel.

(15)“That’s quite a big mess for a little animal!” I said. (16)My mother said that we would clean it up in the morning.

**15 How can sentences 2 and 3 BEST be joined without repeating information?**

- A Suddenly I woke up I heard noises coming from outside.
- B Suddenly I woke up, that I heard noises coming from outside.
- C Suddenly I woke up this was because I heard noises coming from outside.
- D Suddenly I woke up because I heard noises coming from outside.

**16 Which of these is NOT a complete sentence?**

- F 5
- G 6
- H 7
- J 9

**17 Which of these does NOT belong in Kevin’s story?**

- A 10
- B 11
- C 12
- D 13

Read this next section of Kevin’s rough draft and answer questions 18–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(17)My mother and me spent two hours the next day cleaning up the yard. (18)What a mess! (19)We put everything back in too the garbage can and closed the lid tightly.

(20)At five o’clock the next morning, I stood by my bedroom window. (21)My mother stood beside me as we looked at the raccoon sitting in our yard. (22)It was probably the same one. (23)They all looks the same to me because of their black masks. (24)This time the raccoon was using his little hands to squeeze a tube of toothpaste!

(25)We cleaned up again and this time we put the garbage can in the garage. (26)There were no strange noises that night.

18 In sentence 17, My mother and me should be written —

- F Me and my Mother
- G My mother and I
- H My Mother and me
- J as it is

19 In sentence 19, in too the garbage can should be written —

- A into the Garbage Can
- B in two the garbage can
- C into the garbage can
- D as it is

20 In sentence 23, They all looks the same should be written —

- F They all had look the same
- G They all looking the same
- H They all look the same
- J as it is

## Answer Key

<b>Reading</b>			
<b>Test Sequence</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	A	002	Understand a variety of printed materials/resource materials.
2	H	003	Understand elements of literature.
3	A	003	Understand elements of literature.
4	G	002	Understand a variety of printed materials/resource materials.
5	D	001	Use word analysis strategies. (phonetic/structural)
6	J	002	Understand a variety of printed materials/resource materials.
7	D	001	Use word analysis strategies. (phonetic/structural)
8	F	002	Understand a variety of printed materials/reousrce materials.
9	C	002	Understand a variety of printed materials/resource materials.
10	G	002	Understand a variety of printed materials/resource materials.
11	C	001	Use word analysis strategies. (phonetic/structural)
12	G	003	Understand elements of literature.
13	A	003	Understand elements of literature.
14	G	001	Use word analysis strategies. (phonetic/structural)
15	C	001	Use word analysis strategies. (phonetic/structural)
16	G	001	Use word analysis strategies. (phonetic/structural)
17	C	001	Use word analysis strategies. (phonetic/structural)
18	G	002	Understand a variety of printed materials/resource materials.
19	A	002	Understand a variety of printed materials/resource materials.
20	G	003	Understand elements of literature.
21	C	001	Use word analysis strategies. (phonetic/structural)
22	J	001	Use word analysis strategies. (phonetic/structural)
23	B	001	Use word analysis strategies. (phonetic/structural)
24	H	002	Understand a variety of printed materials/resource materials.
25	B	002	Understand a variety of printed materials/resource materials.
<b>Writing</b>			
<b>Test Sequence</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
2	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
3	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
4	F	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
5	D	005	Edit for grammar, capitalization, punctuation, and spelling.
6	F	005	Edit for grammar, capitalization, punctuation, and spelling.
7	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
8	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
9	A	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
10	F	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
11	D	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
12	F	005	Edit for grammar, capitalization, punctuation, and spelling.
13	A	005	Edit for grammar, capitalization, punctuation, and spelling.
14	J	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
15	D	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
16	G	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
17	A	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
18	G	005	Edit for grammar, capitalization, punctuation, and spelling.
19	C	005	Edit for grammar, capitalization, punctuation, and spelling.
20	H	005	Edit for grammar, capitalization, punctuation, and spelling.